

2010 **CLEP**®

College Composition/ College Composition Modular Examination Guide

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IV. Preparing to Take CLEP Examinations

Having made the decision to take one or more CLEP exams, most people then want to know how to prepare for them—how much, how long, when, and how should they go about it? The precise answers to these questions vary greatly from individual to individual. However, most candidates find that some type of test preparation is helpful.

Most people who take CLEP exams do so to show that they have already learned the key material taught in a college course. Many of them need only a quick review to assure themselves that they have not forgotten what they once studied, and to fill in some of the gaps in their knowledge of the subject. Others feel that they need a thorough review and spend several weeks studying for an exam. Some people take a CLEP exam as a kind of “final exam” for independent study of a subject. This last group requires significantly more study than do those who only need to review, and they may need some guidance from professors of the subjects they are studying.

The key to how you prepare for CLEP exams often lies in locating those skills and areas of prior learning in which you are strongest and deciding where to focus your energies. Some people may know a great deal about a certain subject area but may not test well. These individuals would probably be just as concerned about strengthening their test-taking skills as they would about studying for a specific test. Many mental and physical skills are required in preparing for a test. It is important not only to review or study for the exams but also to make certain that you are alert, relatively free of anxiety, and aware of how to approach standardized tests. Suggestions about developing test-taking skills and preparing psychologically and physically for a test are given in this chapter. The following section suggests ways of assessing your knowledge of the content of an exam and then reviewing and studying the material.

Using the Examination Guides

The individual exam guides, available for purchase on www.collegeboard.com/clep, contain the same information you will find in this *Study Guide*. Each exam guide includes an outline of the knowledge and skills covered by the test, sample questions similar to those that appear on the exam, and tips for preparing to take the exam.

You may also choose to contact a college in your area that offers a course with content comparable to that on the CLEP exam you want to take, or read the suggested resources for each exam on www.collegeboard.com/clepprep. If possible, use the textbook and other materials required for that course to help you prepare. To get this information, check the college’s catalog for a list of courses offered. Then call the admissions office, explain what subject you’re interested in, and ask who in that academic department you can contact for specific information on textbooks and other study resources to use. You might also be able to find the course syllabus, which will list course materials and assignments, online at the college’s Web site. Be sure that the college you’re interested in gives credit for the CLEP exam for which you’re preparing.

Begin by carefully reading the test description and outline of knowledge and skills required for the exam in the exam guide. As you read through the topics listed, ask yourself how much you know about each one.

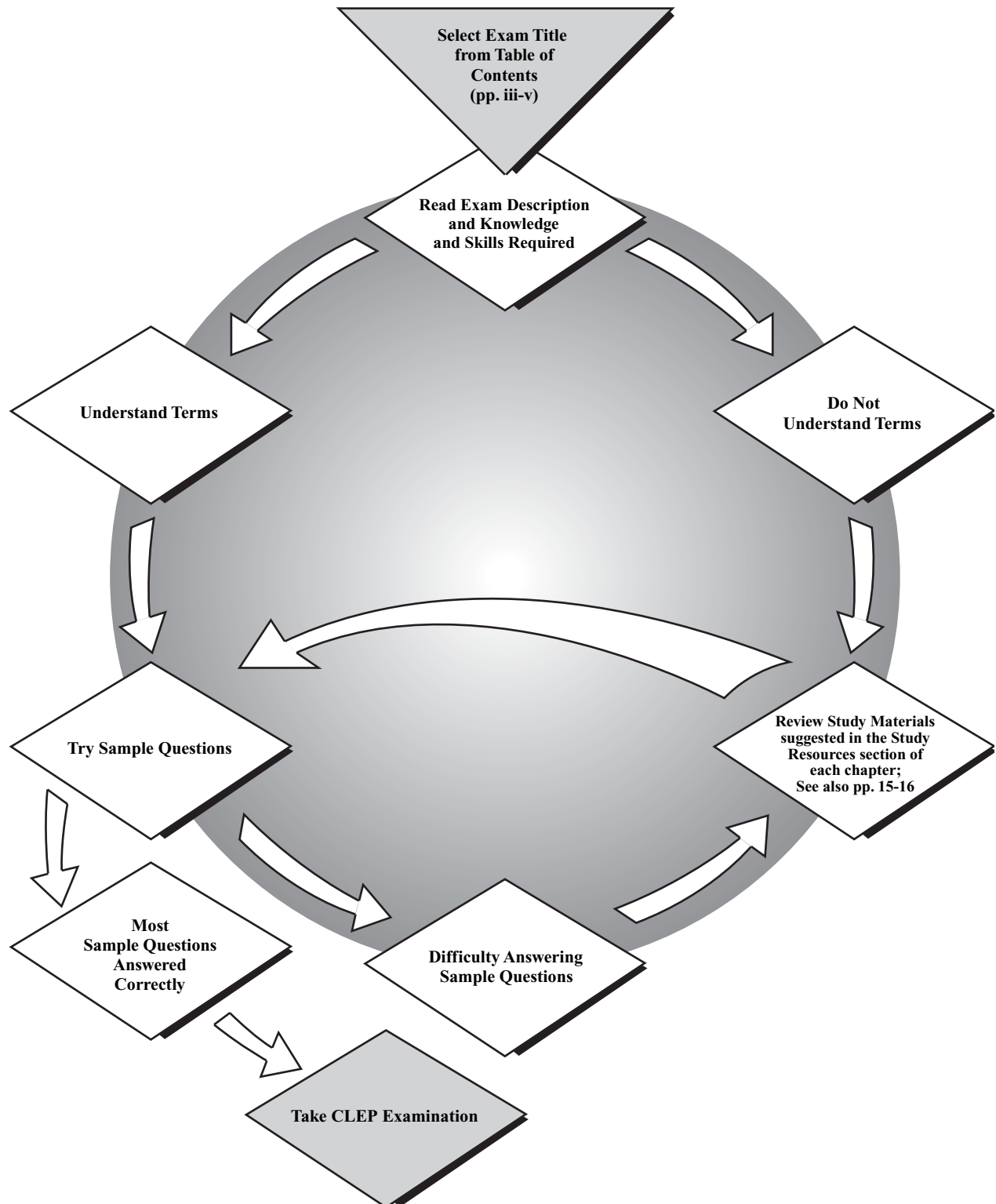
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Also note the terms, names, and symbols that are mentioned, and ask yourself whether you are familiar with them. This will give you a quick overview of how much you know about the subject. If you are familiar with nearly all the material, you will probably need a minimum of review; however, if topics and terms are unfamiliar, you will probably require substantial study to do well on the exam.

If, after reviewing the test description provided in the exam guide, you find that you need extensive review, put off answering the sample questions until you have done some reading in the subject. If you complete them before reviewing the material, you will probably look for the answers as you study, and this will not be a good assessment of your ability at a later date. Do not refer to the sample questions as you prepare for the exam. The sample questions are representative of the types of questions you will find on a CLEP exam, but none of the questions will actually appear on an exam, so concentrating on them without broader study of the subject won't help you.

If you think you are familiar with most of the test material, try to answer the sample questions, checking your responses against the answer key. Use the test-taking strategies described in the next chapter.

Assessing Your Readiness for a CLEP Examination



Suggestions for Studying

The following suggestions have been gathered from people who have prepared for CLEP exams or other college-level tests.

1. Use CLEP tutorials.

Make sure you are familiar with the computer-based format of the CLEP exams. Use the *CLEP Sampler*, which can be downloaded from the CLEP Web site, to familiarize yourself with CLEP testing software before taking the test. If you are not comfortable using a computer, you can practice the necessary pointing, clicking, and scrolling skills by working with the *Sampler*. You'll also be able to practice using the testing tools that will help you navigate throughout the test, and you'll see the types of questions you'll be required to answer.

If you don't have access to a computer, check with the library or test center at the school where you'll be testing. Many CLEP test centers and college libraries will have the *Sampler* installed on computers in public areas, so you'll be able to practice and review before your test date. The tutorials are also part of the testing software, and you'll be able to work through them before you begin your test. Check with the test center to see how much time will be allotted for your testing appointment; then you can determine how much time you might need to spend on the tutorials.

Remember, if you want to review *content* covered by each examination, Chapter VII of this *Study Guide* contains a complete exam description—including a content outline, a description of the knowledge and skills required to do well, and sample questions—for each subject. An answer key for each subject is also included. However, the *Study Guide* is not intended to replace a textbook. Additional study may be required.

2. Define your goals and locate study materials.

Once you've determined how much preparation you'll need to do, you'll need to define your study goals. Set aside a block of time to review the exam guides provided in this book, and then decide which exam(s) you will take. Using the guidelines for knowledge and skills required, locate suitable resource materials. If a preparation course is offered by an adult school or college in your area, you might find it helpful to enroll. (You should be aware, however, that such courses are not authorized or sponsored by the College Board. The College Board has no responsibility for the content of these courses, nor are they responsible for books on preparing for CLEP exams that have been published by other organizations.) If you know others who have taken CLEP exams, ask them how they prepared.

You may want to get a copy of a syllabus for the college course that is comparable to the CLEP exam(s) you plan to take. You can also ask the appropriate professor at the school you'll be attending, or check his or her Web site, for a reading list. Use the syllabus, course materials, and/or reading list as a guide for selecting textbooks and study materials. You may purchase these or check them out of your local library. Some Web sites offer course materials and lectures online; these can be an excellent resource. Examples of these include:

- MIT OpenCourseWare (ocw.mit.edu/index.html),
- Carnegie Mellon's Open Learning Initiative (www.cmu.edu/oli/),
- and the Online Education Database (oedb.org/library/features/236-open-courseware-collections).

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Most of this material is offered for free. Educational Web sites, like those offered by PBS (www.pbs.org) or the National Geographic Society (www.nationalgeographic.com), can be helpful as well. You can also find a list of suggested textbooks and online resources for each CLEP exam at www.collegeboard.com/clepprep.

Check with your librarian about locating study aids relevant to the exams you plan to take. These supplementary materials may include videos or DVDs made by education-oriented companies and organizations, language tapes, and computer software. And don't forget that what you do with your leisure time can be very educational, whether it's surfing current-events Web sites, watching a PBS series, reading a financial newsletter, or attending a play.

3. *Find a good place to study.*

To determine what kind of place you need for studying, ask yourself the following questions: Do I need a quiet place? Does the telephone distract me? Do objects I see in this place remind me of things I should do? Is it too warm? Is it well lit? Am I too comfortable here? Do I have space to spread out my materials? You may find the library more conducive to studying than your home. If you decide to study at home or in your dorm, you might prevent interruptions by other household members by putting a sign on the door of your study room to indicate when you will be available.

4. *Schedule time to study.*

To help you determine where studying best fits into your schedule, try this exercise: Make a list of your daily activities (for example, sleeping, working, eating, attending class, sports, or exercise) and estimate how many hours a day you spend on each activity. Now, rate all the activities on your list in order of their importance and evaluate your use of time. Often people are astonished at how an average day appears from this perspective. You may discover that your time can be scheduled in alternative ways. For example, you could remove the least important activities from your day and devote that time to studying or to another important activity.

5. *Establish a study routine and a set of goals.*

To study effectively, you should establish specific goals and a schedule for accomplishing them. Some people find it helpful to write out a weekly schedule and cross out each study period when it is completed. Others maintain their concentration better by writing down the time when they expect to complete a study task. Most people find short periods of intense study more productive than long stretches of time. For example, they may follow a regular schedule of several 20- or 30-minute study periods with short breaks between them. Some people like to allow themselves rewards as they complete each study goal. It is not essential that you accomplish every goal exactly within your schedule; the point is to be committed to your task.

6. *Learn how to take an active role in studying.*

If you have not done much studying for some time, you may find it difficult to concentrate at first. Try a method of studying, such as the one outlined below and on the next page, that will help you concentrate on and remember what you read.

- a. First, read the chapter summary and the introduction so you will know what to look for in your reading.

- b. Next, convert the section or paragraph headlines into questions. For example, if you are reading a section entitled “The Causes of the American Revolution,” ask yourself, “What were the causes of the American Revolution?” Compose the answer as you read the paragraph. Reading and answering questions aloud will help you understand and remember the material.
- c. Take notes on key ideas or concepts as you read. Writing will also help you fix concepts more firmly in your mind. Underlining key ideas or writing notes in your book can be helpful and will be useful for review. Underline only important points. If you underline more than a third of each paragraph, you are probably underlining too much.
- d. If there are questions or problems at the end of a chapter, answer or solve them on paper as if you were asked to do them for homework. Mathematics textbooks (and some other books) sometimes include answers to some or all of the exercises. If you have such a book, write your answers before looking at the ones given. When problem solving is involved, work enough problems to master the required methods and concepts. If you have difficulty with problems, review any sample problems or explanations in the chapter.
- e. To retain knowledge, most people have to review the material periodically. If you are preparing for an exam over an extended period of time, review key concepts and notes each week or so. Do not wait for weeks to review the material or you will need to relearn much of it.

Psychological and Physical Preparation

Most people feel at least some nervousness before taking a test. Adults who are returning to college may not have taken tests in many years, or they may have had little experience with standardized tests. Some younger students, as well, are uncomfortable with testing situations. People who received their education in countries outside the United States may find that many tests given in this country are quite different from the ones they are accustomed to taking.

Not only might candidates find the types of tests and questions unfamiliar, but other aspects of the testing environment may be strange as well. The physical and mental stress that results from meeting this new experience can hinder a candidate’s ability to demonstrate his or her true degree of knowledge in the subject area being tested. For this reason, it is important to go to the test center well prepared, both mentally and physically, for taking the test. You may find the following suggestions helpful.

1. Familiarize yourself as much as possible with the test and the test situation before the day of the exam. It will be helpful for you to know ahead of time:
 - a. how much time will be allowed for the test and whether there are timed subsections. (This information is included in the examination guides and in the *CLEP Sampler*.)
 - b. what types of questions and directions appear on the exam. (See the examination guides.)
 - c. how your test score will be computed.
 - d. in which building and room the exam will be administered. If you don’t know where the building is, get directions ahead of time.

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- e. the time of the test administration. You may wish to confirm this information a day or two before the exam and find out what time the building and room will be open so that you can plan to arrive early.
 - f. where to park your car and whether you will need a parking permit or, if you will be taking public transportation, which bus or train to take and the location of the nearest stop.
 - g. whether there will be a break between exams (if you will be taking more than one on the same day), and whether there is a place nearby where you can get something to eat or drink.
2. Be relaxed and alert while you are taking the exam.
 - a. Get a good night's sleep. Last-minute cramming, particularly late the night before, is usually counterproductive.
 - b. Eat normally. It is usually not wise to skip breakfast or lunch on the day you take the exam or to eat a big meal just before testing.
 - c. Avoid tranquilizers and stimulants. If you follow the other directions in this book, you won't need artificial aids. It's better to be a little tense than to be drowsy, but stimulants such as coffee and cola can make you nervous and interfere with your concentration.
 - d. Don't drink a lot of liquids before taking the exam. Leaving to use the restroom during testing will disturb your concentration and reduce the time you have to complete the exam.
 - e. If you are inclined to be nervous or tense, learn some relaxation exercises and use them to prepare for the exam.
 3. On the day of the exam, remember to do the following.
 - a. Arrive early enough so that you can find a parking place, locate the test center, and get settled comfortably before testing begins. Allow some extra time in case you are delayed unexpectedly.
 - b. Take the following with you:
 - any registration forms or printouts required by the test center. Make sure you have filled out all necessary paperwork in advance of your testing date.
 - your driver's license, passport, or other government-issued identification that includes your photograph and signature, as well as a secondary form of ID that includes a photo and/or your signature, such as a student ID, military ID, social security card, or credit card. You will be asked to show this identification to be admitted to the testing area.
 - a valid credit card to pay the \$77 examination fee. (This fee is subject to change.) Although a credit card is the preferred method of payment, you can also pay by check or money order (payable to the College-Level Examination Program). Your test center may require an additional administration fee. Contact the test center to determine the amount and the method of payment.
 - two pencils with good erasers. You may need a pencil for writing an outline or figuring out math problems. Mechanical pencils are prohibited in the testing room.
 - your glasses if you need them for reading or seeing the chalkboard or wall clock.
 - c. Leave all books, papers, and notes outside the test center. You will not be permitted to use your own scratch paper; it will be provided by the test center.

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- d. Do not take a calculator to the exam. If a calculator is required, it will be built into the testing software and available to you on the computer. The *CLEP Sampler* and the pretest tutorials will show you how to use that feature. For some exams, a sample calculator is available for download via the CLEP Web site.
 - e. Do not bring a cell phone or other electronic devices into the testing room.
 - f. Be prepared to adjust to an uncomfortable temperature in the testing room. Wear layers of clothing that can be removed if the room is too hot but that will keep you warm if it is too cold.
4. When you enter the test room:
- a. You will be assigned to a computer testing station. If you have special needs, be sure to communicate them to the test center administrator *before* the day you test.
 - b. Read directions carefully and listen to all instructions given by the test administrator. If you don't understand the directions, ask for help before test timing begins. If you must ask a question after testing has begun, raise your hand and a proctor will assist you. The proctor can answer certain kinds of questions but cannot help you with the exam.
 - c. Know your rights as a test-taker. You can expect to be given the full working time allowed for taking the exam and a reasonably quiet and comfortable place in which to work. If a poor testing situation is preventing you from doing your best, ask whether the situation can be remedied. If it can't, ask the test administrator to report the problem on an Electronic Irregularity Report that will be submitted with your test results. You may also wish to immediately write a letter to CLEP, P.O. Box 6656, Princeton, NJ 08541-6656. Describe the exact circumstances as completely as you can. Be sure to include the name of the test center, the test date, and the name(s) of the exam(s) you took.

Arrangements for Students with Disabilities

CLEP is committed to working with test-takers with disabilities. If you have a learning or physical disability that would prevent you from taking a CLEP exam under standard conditions, you may request special accommodations and arrangements to take it on a regularly scheduled test date or at a special administration. Contact a CLEP test center prior to registration about testing accommodations and to ensure the accommodation you are requesting is available. Each test center sets its own guidelines in terms of deadlines for submission of documentation and approval of accommodations. Only students with documented hearing, learning, physical, or visual disabilities are eligible to receive testing accommodations. Also, it is important to ensure that you are taking the exam(s) with accommodations that are approved by your score recipient institution.

Testing accommodations that may be provided with appropriate disability documentation include:

- ZoomText (screen magnification)
- Modifiable screen colors
- Scripts for the listening sections of the language exams
- Use of a reader or amanuensis or sign language interpreter
- Extended time
- Untimed rest breaks

V. Taking the Examinations

A person may know a great deal about the subject being tested but not be able to demonstrate it on the exam. Knowing how to approach an exam is an important part of the testing process. While a command of test-taking skills cannot substitute for knowledge of the subject matter, it can be a significant factor in successful testing.

Test-taking skills enable a person to use all available information to earn a score that truly reflects his or her ability. There are different strategies for approaching different kinds of exam questions. For example, free-response and multiple-choice questions require very different approaches. Other factors, such as how the exam will be graded, may also influence your approach to the exam and your use of test time. Thus, your preparation for an exam should include finding out all you can about the exam so you can use the most effective test-taking strategies.

Taking CLEP Exams

1. Listen carefully to any instructions given by the test administrator and read the on-screen instructions before you begin to answer the questions.
2. Keep an eye on the clock and the timing that is built into the testing software. You have the option of turning the clock on or off at any time. As you proceed, make sure that you are not working too slowly. You should have answered at least half the questions in a section when half the time for that section has passed.
3. Before answering a question, read the entire question, including all the answer choices. Instructions usually tell you to select the “best” answer. Sometimes one answer choice is partially correct but another option is better, so it’s a good idea to read all the answers even if the first or second choice looks correct to you.
4. Read and consider every question. Questions that look complicated at first glance may not actually be so difficult once you have read them carefully.
5. Do not spend too much time on any one question. If you don’t know the answer after you’ve considered it briefly, go on to the next question. Mark that question using the mark tool at the bottom of the screen, and go back to review the question later, if you have time.

6. Watch for the following key words in test questions:

all	generally	never	perhaps
always	however	none	rarely
but	may	not	seldom
except	must	often	sometimes
every	necessary	only	usually

When a question or answer option contains words such as “always,” “every,” “only,” “never,” and “none,” there can be no exceptions to the answer you choose. Use of words such as “often,” “rarely,” “sometimes,” and “generally” indicates that there may be some exceptions to the answer.

7. Make educated guesses. There is no penalty for incorrect answers. Therefore, you should guess even if you do not know an answer. If you have some knowledge of the question and are able to eliminate one or more of the answer choices as wrong, your chance of getting the right answer is improved.
8. Do not waste your time looking for clues to right answers based on flaws in question wording or patterns in correct answers. CLEP puts a great deal of effort into developing valid, reliable, and fair exams. CLEP test development committees are composed of college faculty who are experts in the subjects covered by the exams and are appointed by the College Board to write test questions and to scrutinize each question that is included on a CLEP exam. They make every effort to ensure that the questions are not ambiguous, that they have only one correct answer, and that they cover college-level topics. These committees do not intentionally include “trick” questions. If you think a question is flawed, ask the test administrator to report it, or write immediately to CLEP Test Development, P.O. Box 6600, Princeton, NJ 08541-6600. Include the name of the exam and test center, the exam date, and the number of the exam question. All such inquiries are investigated by test development professionals.

Answering Essay Questions

The College Composition exam is the only CLEP exam that includes two mandatory essays. Both the multiple-choice section and the essay section of the exam are administered on the computer. You are required to type your essays using a format similar to word processing.

The essays for the College Composition exam will be graded by English professors from a variety of colleges and universities who are trained by CLEP. A process called holistic scoring is used to rate your writing abilities. This process is explained in the examination guide for College Composition, which also includes graded sample essays and essay questions.

Four other CLEP exams have optional essays. Some colleges or universities may require you to take one of these optional essays as part of the American Literature, Analyzing and Interpreting Literature, English Literature, or College Composition Modular exam. There is an additional fee of \$10 for each of the optional essays, payable to the institution that administers the exam. These essays are administered on paper and are graded by the faculty of the institution that grants the credit. Therefore, you may find it helpful to talk with someone at your college to find out what criteria will be used to determine whether you will get credit. Ask how much emphasis will be placed on your writing ability and your ability to organize your thoughts, as opposed to your knowledge of the subject matter. Find out how much weight will be given to your multiple-choice test score in comparison with your free-response grade in determining whether you will get credit. This will give you an idea of where you should expend the greatest effort in preparing for and taking the exam.

Here are some strategies you will find useful in taking any essay exam:

1. Before you begin to respond, read all the questions carefully and take a few minutes to jot down some ideas or create an outline. Scratch paper will be provided at the test center.
2. If you are given a choice of questions to answer, choose the questions that you think you can answer most clearly and knowledgeably.
3. Determine the order in which you will answer the questions. First, answer those you find the easiest so you can spend any extra time on the questions you find more difficult.
4. When you know which questions you will answer and in what order, determine how much testing time remains and estimate how many minutes you will devote to each question. Unless suggested times are given for the questions, try to allot an equal amount of time for each question.

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5. Before answering each question, read it again carefully to make sure you are interpreting it correctly. Pay attention to key words, such as those listed below, that often appear in free-response questions. Be sure you know the exact meaning of these words before taking the exam.

analyze	demonstrate	enumerate	list
apply	derive	explain	outline
assess	describe	generalize	prove
compare	determine	illustrate	rank
contrast	discuss	interpret	show
define	distinguish	justify	summarize

If a question asks you to “outline,” “define,” or “summarize,” do not write a detailed explanation; if a question asks you to “analyze,” “explain,” “illustrate,” “interpret,” or “show,” you must do more than briefly describe the topic.

VI. Interpreting Your Scores

CLEP score requirements for awarding credit vary from institution to institution. The College Board, however, recommends that colleges refer to the standards set by the American Council on Education (ACE). All ACE recommendations are the result of careful and periodic review by evaluation teams made up of faculty who are subject-matter experts and technical experts in testing and measurement. To determine whether you are eligible for credit for your CLEP scores, you should refer to the policy of the college you will be attending. The policy will state the score that is required to earn credit at that institution. Many colleges award credit at the score levels recommended by ACE. However, some require scores that are higher or lower than these.

Your exam score will be printed for you at the test center immediately upon completion of the examination, unless you took College Composition. For this exam, your score will be mailed to you two to three weeks after the exam date. Your CLEP exam scores are reported only to you, unless you ask to have them sent elsewhere. If you want your scores sent to a college, employer, or certifying agency, you must select this option through the examination software. This service is free only if you select your score recipient at the time you test. A fee will be charged for each score recipient you select at a later date. Your scores are kept on file for 20 years. For a fee, you can request a transcript at a later date.

The pamphlet *What Your CLEP Score Means*, which you will receive with your exam score, gives detailed information about interpreting your scores. A copy of the pamphlet is in the appendix of this *Guide*. A brief explanation appears below.

How CLEP Scores Are Computed

In order to reach a total score on your exam, two calculations are performed.

First, your “raw score” is calculated. This is the number of questions you answer correctly. Your raw score is increased by one point for each question you answer correctly, and no points are gained or lost when you do not answer a question or answer it incorrectly.

Second, your raw score is converted into a “scaled score” by a statistical process called *equating*. Equating maintains the consistency of standards for test scores over time by adjusting for slight differences in difficulty between test forms. This ensures that your score does not depend on the specific test form you took or how well others did on the same form. Your raw score is converted to a scaled score that ranges from 20, the lowest, to 80, the highest. The final scaled score is the score that appears on your score report.

How Essays Are Graded

The College Board arranges for college English professors to grade the essays written for the College Composition exam. These carefully selected college faculty consultants teach at two- and four-year institutions nationwide. The faculty consultants receive extensive training and thoroughly review the College Board scoring policies and procedures before grading the essays. Each essay is read and graded

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by two professors, the sum of the two grades for each essay is combined with the multiple-choice score, and the result is reported as a scaled score between 20 and 80. Although the format of the two sections is very different, both measure skills required for expository writing. Knowledge of formal grammar, sentence structure, and organizational skills are necessary for the multiple-choice section, but the emphasis in the free-response section is on writing skills rather than grammar.

Optional essays for CLEP composition and literature examinations are evaluated and graded by the colleges that require them, rather than by the College Board. If you take an optional essay, it will be sent with a copy of your score report (which includes only the results of your multiple-choice test) to the institution you designate when you take the test.

You may opt not to have your score sent to a college until after you have seen it. In this case, your essay can still be sent to the college of your choice as long as you request a transcript within 18 months after you take the exam. Copies of essays are not held beyond 18 months or after they have been sent to an institution.

College Composition Exams

Description of the Examinations

The CLEP College Composition examinations assess writing skills taught in most first-year college composition courses. Those skills include analysis, argumentation, synthesis, usage, ability to recognize logical development and research. The exams cannot cover every skill (such as keeping a journal or peer editing) required in many first-year college writing courses. Candidates will, however, be expected to apply the principles and conventions used in longer writing projects to two timed writing assignments and to apply the rules of standard written English.

College Composition contains multiple-choice items and two mandatory, centrally scored essays. College English faculty from throughout the country convene twice a month to score the essays via an online scoring system. Each of the two essays is scored independently by two different readers, and the scores are then combined. This combined score is weighted approximately equally with the score from the multiple-choice section. These scores are then combined to yield the candidate's score. The resulting combined score is reported as a single scaled score between 20 and 80. Separate scores are not reported for the multiple-choice and essay sections. *College Composition* contains approximately 50 multiple-choice items to be answered in 50 minutes and two essays to be written in 70 minutes, for a total of 120 minutes testing time.

College Composition Modular contains a multiple-choice section that is supplemented with an essay section that is either provided and scored by the college or provided by CLEP and scored by the college. *College Composition Modular* is available for colleges that want a valid, reliable multiple-choice assessment and greater local control over the direct writing assessment. *College Composition Modular* contains approximately 90 questions to be answered in 90 minutes and, if the essay section provided by CLEP is chosen, two essays to be written in 70 minutes. Some colleges may opt to provide their own locally scored writing assessment or some other assessment or evaluation.

Both exams include some pretest multiple-choice questions that will not be counted toward the candidate's score.

Colleges set their own credit-granting policies and therefore differ with regard to their acceptance of the College Composition examinations. Most colleges will grant course credit for a first-year composition or English course that emphasizes expository writing; others will grant credit toward satisfying a liberal arts or distribution requirement in English.

The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated the examinations and recommended the awarding of six semester hours, or the equivalent, for a score of 50 on the CLEP College Composition and College Composition Modular examinations. If colleges do not elect to supplement the Modular version of the examination with the CLEP essay section or one of their own, the credit recommendation is three credit hours, or the equivalent, for a score of 50.

Knowledge and Skills Required

The exams measure candidates' knowledge of the fundamental principles of rhetoric and composition and their ability to apply the principles of standard written English. In addition, the exams require familiarity with research and reference skills. In one of the two essays in the exams (in the mandatory essay section of *College Composition* and the optional essay module produced by the College Board for *College Composition Modular*), candidates must develop a position by building an argument in which they synthesize information from two provided sources, which they must cite. The requirement that candidates cite the sources they use reflects the recognition of source attribution as an essential skill in college writing courses.

College Composition

The skills assessed in the College Composition examination follow. The numbers preceding the main topics indicate the approximate percentages of exam questions on those topics. The bulleted lists under each topic are meant to be representative rather than prescriptive.

Conventions of Standard Written English (10%)

This section measures candidates' awareness of a variety of logical, structural and grammatical relationships within sentences. The questions test recognition of acceptable usage relating to the items below:

- Syntax (parallelism, coordination, subordination)
- Sentence boundaries (comma splice, run-ons, sentence fragments)
- Recognition of correct sentences
- Concord/agreement (pronoun reference, case shift, and number; subject-verb; verb tense)
- Diction
- Modifiers
- Idiom
- Active/passive voice
- Lack of subject in modifying word group
- Logical comparison
- Logical agreement
- Punctuation

Revision Skills (40%)

This section measures candidates' revision skills in the context of works in progress (early drafts of essays):

- Organization
- Evaluation of evidence
- Awareness of audience, tone and purpose
- Level of detail
- Coherence between sentences and paragraphs
- Sentence variety and structure
- Main idea, thesis statements and topic sentences

- Rhetorical effects and emphasis
- Use of language
- Evaluation of author's authority and appeal
- Evaluation of reasoning
- Consistency of point of view
- Transitions
- Sentence-level errors primarily relating to the conventions of standard written English

Ability to Use Source Materials (25%)

This section measures candidates' familiarity with elements of the following basic reference and research skills, which are tested primarily in sets but may also be tested through stand-alone questions. In the passage-based sets, the elements listed under Revision Skills and Rhetorical Analysis may also be tested. In addition, this section will cover the following skills:

- Use of reference materials
- Evaluation of sources
- Integration of resource material
- Documentation of sources (including, but not limited to, MLA, APA and Chicago manuals of style)

Rhetorical Analysis (25%)

This section measures candidates' ability to analyze writing. This skill is tested primarily in passage-based questions pertaining to critical thinking, style, purpose, audience and situation:

- Appeals
- Tone
- Organization/structure
- Rhetorical effects
- Use of language
- Evaluation of evidence

The Essays

In addition to the multiple-choice section, College Composition includes a mandatory essay section that tests skills of argumentation, analysis and synthesis. This section of the exam consists of two essays, both of which measure a candidate's ability to write clearly and effectively. The first essay is based on the candidate's reading, observation or experience, while the second requires candidates to synthesize and cite two sources that are provided. Candidates have 30 minutes to write the first essay and 40 minutes to read the two sources and write the second essay.

The essays must be typed on the computer.

College Composition Modular

College Composition Modular allows institutions to administer and/or score test takers' essays themselves. The knowledge and skills assessed are the same as those measured by College Composition, but the format and timing allow a more extended indirect assessment of test-takers' knowledge and skills.

The percentages of exam questions on each topic are the same in both exams:

Conventions of Standard Written English (10%)

Revision Skills, Including Sentence-Level Skills (40%)

Ability to Use Source Materials (25%)

Rhetorical Analysis (25%)

The College Composition Modular includes an additional question type for assessing revision skills: Improving Sentences.

After completing the multiple-choice section, candidates take the direct writing assessment module based on the policy established by their college. Options include:

1. An essay section developed and provided by CLEP that requires candidates to respond to two essay prompts designed to assess the same skills measured in the College Composition essay section. Copies of the handwritten essays are sent to the college designated by the candidate, along with the CLEP Optional Essay Scoring Guidelines.
2. An essay/writing assessment developed, administered and scored by the college.
3. Colleges can also choose to associate the College Composition Modular score with another assessment or evaluation determined by the college.

College Composition Sample Test Questions

Following are the types of questions that appear on the College Composition examinations.

General Directions

Time: Approximately 90 minutes¹

Conventions of Standard Written English (10%)

Directions: The following sentences test your knowledge of grammar, usage, diction (choice of words) and idiom. Note that some sentences are correct, and no sentence contains more than one error.

Read each sentence carefully, paying particular attention to the underlined portions. You will find that the error, if there is one, is underlined. Assume that elements of the sentence that are not underlined are correct and cannot be changed. In choosing answers, follow the requirements of standard written English.

If there is an error, select the one underlined part that must be changed to make the sentence correct.

If there is no error, select No error.

Example:

SAMPLE ANSWER

(A) ● (C) (D) (E)

The other delegates and

A

him immediately accepted

B C

the resolution drafted by

D

the neutral states. No error

E

1. Studying plants in the laboratory under strictly
A B
controlled conditions providing a
C
useful but limited view of the way that these
D
plants function in an ecosystem. No error
E

2. Although most people are not really
A
familiar with the agency called Centers for
B
Disease Control and Prevention, it is
C
highly respected among medical professionals
D
worldwide. No error
E
3. Among the Native Americans
A
first encountered by Europeans during the
B C
seventeenth century was the Algonquin
D
Indians. No error
E
4. Many of the dozens of miniature portraits of
A
Henry VIII by the artist Hans Holbein
B
were painted on the backs of
C
a playing card. No error
D E
5. Even though he had some doubts about
A B
democracy, Thomas Jefferson did have faith
C
with representative government. No error
D E

¹ The multiple-choice section for the College Composition Modular exam is approximately 90 minutes.

Revision Skills (40%)

Directions: The following passages are early drafts of essays.

Read each passage and then answer the questions that follow. Some questions refer to particular sentences or parts of sentences and ask you to improve sentence structure or diction (word choice). Other questions refer to the entire essay or parts of the essay and ask you to consider the essay’s organization, development or effectiveness of language. In selecting your answers, follow the conventions of standard written English.

Questions 6–14 are based on the following draft of an essay.

(1) Winter counts are physical records, mainly drawings on animal hides or muslin, that Plains Indians, primarily the Lakota, used for showing each year of their history. (2) In this method, a year consists of one event recorded as an image in the winter count. (3) People could keep track of other events, such as births and deaths, by knowing the years in which it occurred. (4) In consultation with members of the Lakota people, curators at the Smithsonian Institution created an online exhibit of about a thousand winter counts.

(5) Scholars generally agree that collectively, probably, they chose which event would stand for a year. (6) An event chosen to represent a year was not necessarily the most important of that year, just one that was memorable for everyone in the group. (7) One person was the keeper of the winter count. (8) Once the group made its selection, he then recorded this event.

(9) Like any calendar, the winter counts named years but did not go into detail about what happened. (10) Here is where the keeper of the winter count came in. (11) He was the group’s official historian. (12) He remembered stories passed down to him and could place them in the winter count. (13) He could provide the significance of the events chosen to represent the years in the winter count. (14) Fortunately, several keepers were interviewed and their stories recorded in the nineteenth and early twentieth centuries.

(15) Even without their accompanying oral histories, however, the winter counts show that life for the Lakota was always on the move.

6. In context, which is the best replacement for “showing” in sentence 1?
- (A) producing
 - (B) appearing
 - (C) representing
 - (D) explaining
 - (E) signaling

7. In context, which of the following revisions must be made to sentence 3 (reproduced below)?

People could keep track of other events, such as births and deaths, by knowing the years in which it occurred.

- (A) Add “Ordinarily” to the beginning of the sentence.
- (B) Change “could” to “would”.
- (C) Change “such as” to “like”.
- (D) Change “it” to “they”.
- (E) Add “had” before “occurred”.

8. Which is the best revision of the underlined portion of sentence 5 (reproduced below)?

Scholars generally agree that collectively, probably, they chose which event would stand for a year.

- (A) what event would stand for a year was probably decided as a collective
- (B) collectively the Lakota Indians probably chose the event for its year
- (C) choosing the event that would stand for a year was probably a collective effort
- (D) it was probably a collective task, they all chose the event to stand for a year
- (E) the event that would stand for a year was probably their collective decision

9. Which of the following sentences is best to add after sentence 6?
- (A) Historians should look at several winter counts, looking out for repeated images, in order to get better information.
 - (B) The drawings were sometimes arranged in a spiral, reading out from the center; sometimes in page form, reading from top to bottom, left to right.
 - (C) However, winter counts helped the people keep their oral history in chronological order.
 - (D) For example, one year might be named for a war, while another might be named for a meteor shower.
 - (E) Winter counts show that conflict was the norm for many Native Americans.
10. In context, which of the following is the best way to combine sentences 7 and 8?
- (A) One person, being the keeper of the winter count, he then recorded the event once the group made its selection.
 - (B) One person was the keeper of the winter count, he then recorded the event once they made their selection.
 - (C) Once the group had made its selection, one person, the keeper of the winter count, recorded it.
 - (D) The keeper of the winter count was one person, and, when the group made its selection, he then recorded it.
 - (E) Recording the event when the group finally selected it, the winter count was updated by one person, the keeper.
11. In context, which is best to add to the beginning of sentence 13?
- (A) Or,
 - (B) In addition,
 - (C) Despite this,
 - (D) However,
 - (E) Not to mention,
12. In context, where should the following sentence be placed?
- Without the keeper and the vast amount of historical information stored in his memory, the winter counts would be little more than a cryptic list of years.*
- (A) After sentence 1
 - (B) After sentence 3
 - (C) After sentence 5
 - (D) After sentence 12
 - (E) After sentence 13
13. Deleting which of the following sentences would most improve the coherence of the passage?
- (A) Sentence 4
 - (B) Sentence 6
 - (C) Sentence 9
 - (D) Sentence 10
 - (E) Sentence 12
14. The passage as a whole could be clarified by adding which of the following before the first sentence?
- (A) A brief paragraph comparing Native American timekeeping methods with calendar-based ones
 - (B) An excerpt of an interview with a Lakota keeper of the winter counts
 - (C) An analysis of how certain events make time seem longer than it really is
 - (D) An example of a student who learned about her Native American background and became a keeper of winter counts
 - (E) A discussion of how winter is viewed differently in different cultures

Questions 15–23 are based on the following draft of an essay.

(1) Americans enjoy some of the safest free drinking water on Earth, however spending \$15 billion on bottled water in 2006, and consumption is rising (Fishman). (2) While proponents of bottled water tout its health advantages over alternatives such as sugary sodas, environmentalists are concerned about the consequences of bottled-water consumption. (3) It takes 1.5 million barrels of oil a year to make the plastic water bottles Americans use, and the production of these bottles, many of them made of polyethylene terephthalate (PET), pollutes the atmosphere (Williams). (4) The manufacture of PET releases hydrocarbons, sulfur dioxides, carbon monoxide, and other harmful substances into the atmosphere. (5) PET is recyclable, and over 85 percent of these bottles end up in landfills, where they can take as long as 1,000 years to degrade (Niman).

(6) It is not only the manufacture and disposal of water bottles that contribute to the harm it causes the environment. (7) Water is shipped to the United States from as far away as Fiji on freighters and then hauled in trucks to its destinations.

(8) What makes this wasteful practice especially ludicrous is that this luxury commodity is widely available for free. (9) The *San Francisco Chronicle* notes that bottled water costs 240 to 10,000 times more than tap water and that “forty percent of bottled water should be labeled bottled tap water because that is exactly what it is.”

15. In context, which of the following versions of the underlined portion of sentence 1 (reproduced below) is best?

Americans enjoy some of the safest free drinking water on Earth, however spending \$15 billion on bottled water in 2006, and consumption is rising (Fishman).

- (A) Earth, however spending
- (B) Earth, yet they spent
- (C) Earth; but spending
- (D) Earth; having spent
- (E) Earth, instead they spend

16. In context, which of the following is the best revision to sentence 3 (reproduced below)?

It takes 1.5 million barrels of oil a year to make the plastic water bottles Americans use, and the production of these bottles, many of them made of polyethylene terephthalate (PET), pollutes the atmosphere (Williams).

- (A) Begin the sentence with “However,”.
- (B) Begin the sentence with “For one thing,”.
- (C) Change “It takes” to “They take”.
- (D) Change “production of these bottles” to “producing such bottles”.
- (E) Delete “(Williams)” and begin the sentence with “Williams says”.

17. Which of the following should be done with the underlined portion of sentence 5 (reproduced below)?

PET is recyclable, and over 85 percent of these bottles end up in landfills, where they can take as long as 1,000 years to degrade (Niman).

- (A) Leave it as it is.
- (B) Change it to “If PET were recyclable, then”.
- (C) Change it to “True, PET is recyclable, with”.
- (D) Change it to “In addition, PET is recyclable as”.
- (E) Change it to “Furthermore, although PET is recyclable,”.

18. Which of the following versions of the underlined portion of sentence 6 (reproduced below) is best?

It is not only the manufacture and disposal of water bottles that contribute to the harm it causes the environment.

- (A) it caused
- (B) its having caused
- (C) causing
- (D) they cause
- (E) these bottles, they cause

19. Which of the following revisions would most emphasize the purpose of sentence 7 (reproduced below)?

Water is shipped to the United States from as far away as Fiji on freighters and then hauled in trucks to its destinations.

- (A) Insert “It is true that” at the beginning of the sentence.
- (B) Change “as far away as Fiji” to “places like Fiji”.
- (C) Change “freighters” to “boats” and “trucks” to “vehicles”.
- (D) Insert “fuel-burning” before “freighters” and “inefficient” before “trucks”.
- (E) Insert “ships called” before “freighters” and “various” before “destinations”.

20. Which would be the best place to insert the following sentence?

Many of the bottles of water that will be sold to Americans must first be transported from sources all over the world.

- (A) Immediately after sentence 1
- (B) Immediately after sentence 2
- (C) Immediately after sentence 4
- (D) Immediately after sentence 6
- (E) Immediately after sentence 8

21. Which of the following revisions is most needed in sentence 9 (reproduced below)?

The San Francisco Chronicle notes that bottled water costs 240 to 10,000 times more than tap water and that “forty percent of bottled water should be labeled bottled tap water because that is exactly what it is.”

- (A) Add the source of the material quoted in the sentence.
- (B) Add “money” after “more”.
- (C) Change “forty” to “40”.
- (D) Change “costs” to “cost”.
- (E) Add a colon before the first quotation mark.

22. Which of the following would be the best sentence with which to end the passage?

- (A) People mistakenly think bottled water is purer or tastes better than tap water.
- (B) Many newspapers have recently published stories about environmentalists’ efforts to persuade the public to stop buying bottled water.
- (C) Clearly, we can all do a lot to eliminate an unnecessary environmental hazard just by turning on the tap instead of buying bottled water.
- (D) Plastic bottles provide a convenient way to carry water, and people do need to drink extra water in hot weather.
- (E) While some kinds of bottled water are carbonated, Americans generally prefer noncarbonated brands.

23. Which of the following would make the most logical title for the passage?

- (A) Transportation Woes
- (B) The Problem with Bottled Water
- (C) Issues of the Environment and Consumption
- (D) The Benefits of Tap Water Consumption
- (E) Ways and Means of Saving Energy and Drinking Less

Ability to Use Source Materials (25%)

Directions: The following questions test your familiarity with basic research, reference and composition skills. Some questions refer to passages, while other questions are self-contained. For each question, choose the best answer.

24. sloth *n.* **1.** Aversion to work or exertion; laziness, indolence. **2.** Any of various slow-moving, arboreal mammals of the family *Bradypodidae* of South and Central America, having long hooklike claws, by which they hang upside down from tree branches, and feeding on leaves, buds, and fruits, especially: *a.* A member of the genus *Bradypus*, having three long-clawed toes on each forefoot. Also called *ai*, *three-toed sloth*. *b.* A member of the genus *Choloepus*, having two toes on each forefoot. Also called *two-toed sloth*, *unau*. **3.** A company of bears. See synonyms at **flock**. [Middle English *slowth*, from *slow*, *slow*.]

Which of the following statements is NOT supported by the definition above?

- (A) The word “sloth” has both abstract and concrete meanings.
- (B) One meaning of “sloth” has negative connotations.
- (C) “Slowth” was a word used in Middle English.
- (D) All sloths have three long-clawed toes.
- (E) The word “sloth” can refer to bears.

25. Wacker, Peter. *Virtual Field Trip: New Brunswick Area, Raritan South Bank*. Rutgers U Geography Dept., 1997. Web. 8 Dec. 2003. <<http://geography.rutgers.edu/resources/vrtrip/index.html>>.

In the citation, what information is provided by “8 Dec. 2003”?

- (A) The date the information was accessed on the Internet
- (B) The date the virtual field trip was placed on a Web site
- (C) The date the article on New Brunswick was published in a print journal
- (D) The last time the Web site showing the virtual field trip was updated
- (E) The date the virtual field trip was filed with the Rutgers University Geography Department

26. *The following excerpt is taken from a student’s research paper.*

The principles of the separation of church and state and the right to practice religion freely are both supported by the First Amendment to the United States Constitution: “Congress shall make no law respecting an establishment of religion or prohibiting the free exercise thereof” (qtd. in Dye n.p.).

The letters “n.p.” mean that

- (A) the source has several publication dates
- (B) no page number for the quotation is available
- (C) the quotation is from section n.p. of a source by Dye
- (D) a new paragraph begins here in the quotation
- (E) the quotation is from section n.p. of the Constitution

Questions 27–34 refer to the following passage.

(1) Invasive species are plant or animal species that become established in ecosystems where they did not originate. (2) Some blend in harmlessly with native species, but others cause ecological and economic damage. (3) A notorious example is the zebra mussel, native to Russia, that was first identified in the United States Great Lakes in 1988 (McKee 2003, 141).

(4) Scientists believe that the mussels were inadvertently transported to North America in the ballast water of ships.

(5) Like many invasive species, zebra mussels threaten the biodiversity of the habitats they invade.

(6) Zebra mussels reproduce so quickly and are so hardy that they have suppressed populations of the Great Lakes’ native mussels (Fields 2005, 164) and, along with other invasive species, threaten the Great Lakes’ entire food web.

(7) Environmental chemist Mike Murray claims, “As invasive species like zebra mussels overwhelm the Great Lakes, large stretches of the lakes have become underwater deserts.” (8) Although some skeptics dismiss the concern about invasive species as overblown, arguing that the majority of nonnative species cause no harm, many scientists are alarmed by the changes produced by the zebra mussel and other invasive species. (9) The economic damage caused by the zebra mussel has prompted government officials and scientists to seek solutions to this problem.

(10) Many industrial facilities use chlorine to clear the mussels from their power and sewage plants. (11) Other facilities use chemicals specifically developed to kill mussels.

(12) Unfortunately, both of these methods have certain harmful consequences. (13) An alternative may become available: a bacterium that kills zebra mussels without harming native species.

References

Fields, S. 2005. Great Lakes: Resources at risk. *Environmental Health Perspectives* 113 (2): 164–172.

McKee, J. 2003. *Sparing nature: The conflict between human population growth and Earth’s biodiversity*. New Brunswick, NJ: Rutgers University Press.

27. Which of the following is cited in sentence 3?

- (A) A newspaper
- (B) A scientific journal
- (C) A Web site
- (D) A book
- (E) A magazine

28. The information in parentheses in sentence 6 informs the reader that

- (A) Fields conducted research in 2005 about how to protect native mussel species
- (B) information about invasive species other than zebra mussels can be found in a source written by Fields
- (C) Fields has written a work that provides information about zebra mussels’ effects on native mussel populations
- (D) the sentence is a direct quote from a work written by Fields
- (E) information about the impact of invasive species on native aquatic populations can be found on page 2005 of a work by Fields

29. The author of the passage quotes Murray in sentence 7 most likely in order to

- (A) provide information about other invasive species in the Great Lakes
- (B) suggest that scientists have underestimated the damage done to the Great Lakes by zebra mussels
- (C) point out that invasive species can affect many different kinds of environments
- (D) emphasize the effects that zebra mussels have had on the Great Lakes ecosystem
- (E) illustrate the nature of the food web in the Great Lakes

30. Which is best to do with sentence 7 (reproduced below)?

Environmental chemist Mike Murray claims, “As invasive species like zebra mussels overwhelm the Great Lakes, large stretches of the lakes have become underwater deserts.”

- (A) Leave it as it is.
 (B) Paraphrase Murray’s comment rather than quote it directly.
 (C) Add information in parentheses explaining Murray’s claim.
 (D) Provide Murray’s credentials as a scientist.
 (E) Add a citation indicating the source of the quotation from Murray.
31. Which of the following pieces of information, if added to the second paragraph (sentences 5–9), would most effectively advance the writer’s argument?
- (A) Biographical information about Mike Murray
 (B) Information about the life span of the zebra mussel
 (C) Specific figures to illustrate the economic harm caused by zebra mussels
 (D) Information about how power and sewage plants are designed
 (E) A comparison of the revenues generated by commercial fishing and sportfishing in the Great Lakes region
32. Which of the following best describes the purpose of the final paragraph (sentences 10–13)?
- (A) It explains why the “skeptics” mentioned in the second paragraph are correct.
 (B) It points out that the phenomenon introduced in the first paragraph can be easily controlled.
 (C) It presents information to refute an argument presented in the first paragraph.
 (D) It elaborates on the causes of a problem presented in the first and second paragraphs.
 (E) It details various solutions to a problem discussed in the first and second paragraphs.

33. The final paragraph (sentences 10–13) could best be developed by

- (A) elaborating on the negative effects of current methods used to control zebra mussels
 (B) explaining how researchers determined that zebra mussels were brought to North America in the ballast water of ships
 (C) adding information about differences between zebra mussels and mussel species native to the Great Lakes
 (D) explaining how the chemicals currently used to control zebra mussels are manufactured
 (E) adding information about other invasive species in the Great Lakes and the economic damage they cause

34. The first item listed in the References section indicates all of the following EXCEPT that

- (A) “Great Lakes: Resources at risk” is around nine pages long
 (B) “Great Lakes: Resources at risk” was written by S. Fields
 (C) “Great Lakes: Resources at risk” appears on page 113 of *Environmental Health Perspectives*
 (D) “Great Lakes: Resources at risk” is an article in a periodical
 (E) *Environmental Health Perspectives* is published more than once a year

Rhetorical Analysis (25%)

Directions: The following questions test your ability to analyze writing. Some questions refer to passages, while other questions are self-contained. For each question, choose the best answer.

Questions 35–38 refer to the following paragraph.

(1) The image of the mad scientist—the unstable genius driven toward dubious goals by an intoxicating ambition—is a familiar one, often thought of in this age of cloning and genetic engineering. (2) Many people would be surprised to learn that the most influential embodiment of this archetype was created by a nineteenth-century teenager. (3) When Mary Shelley published her first novel, *Frankenstein*, in 1818, she was barely nineteen years old, yet her mesmerizing tale of a young scientist who creates a terrifying monster quickly became a best seller, and its story has been adapted many times for stage and screen. (4) In fact, it was the popularity of an early theatrical adaptation of *Frankenstein*, called *Presumption* and staged in London in 1823, that encouraged Shelley’s publisher to issue a second printing of her book. (5) Unfortunately, most people today know the Frankenstein story only through later adaptations and miss the many subtleties of Shelley’s original story in which the monster is not the shuffling, nearly mute menace of most movie versions, but a highly sensitive creature who reads Milton’s *Paradise Lost* and speaks eloquently of the wrongs done him by his creator, Dr. Frankenstein.

35. Which of the following best describes sentence 1?

- (A) It parodies an image that is taken seriously by many people.
- (B) It discusses a well-known image in its current context.
- (C) It states the thesis of the discussion to follow.
- (D) It explores the connections between history and fantasy.
- (E) It describes opposing views of a particular image.

36. Which of the following transition words or phrases, if inserted at the beginning of sentence 2 (reproduced below), would be most logical in the context of the passage?

Many people would be surprised to learn that the most influential embodiment of this archetype was created by a nineteenth-century teenager.

- (A) Therefore,
- (B) Similarly,
- (C) Nevertheless,
- (D) In contrast,
- (E) Likewise,

37. The author’s primary purpose in mentioning *Presumption* in sentence 4 is to

- (A) identify a way in which Shelley’s time differed from our own
- (B) show that most people enjoy dramatizations more than novels
- (C) suggest that Shelley’s story has been debased by later adaptations
- (D) illustrate a point about the effect of a drama’s popularity on the publication of Shelley’s novel
- (E) make an argument about nineteenth-century theatrical adaptations of popular novels

38. Sentence 5 primarily serves to

- (A) reveal the subtleties of an adaptation
- (B) underscore the significance of a text
- (C) highlight a neglected aspect of a text
- (D) defend a cherished point of view
- (E) extend an analysis about an author

Questions 39–41 refer to the following passage.

(1) In the late nineteenth century, librarians began noticing that many of the books in their care were breaking apart and crumbling. (2) Curiously, it was not the oldest books that were deteriorating, but the more recent volumes: those produced since the middle of the nineteenth century with sheets fabricated from a highly acidic wood-pulp mixture. (3) The transition to this lesser-grade stock began during the 1860s, when increasing demand for paper hastened the development of a cheaper process. (4) To improve strength and to prevent ink from being too readily absorbed by the pulp paper, chemicals, including aluminum sulfate (alum), were added to the mix. (5) The result was that documents exposed to humidity produced sulfuric acid, which weakened the molecular structure of the pulp’s cellulose.

39. The word “Curiously” in sentence 2 is meant to address which of the following assumptions?
- (A) Old artifacts tend to be more valuable than recently produced ones.
 - (B) Environmental factors such as humidity often have unforeseen effects.
 - (C) Cheaper production processes usually result in lower-quality products.
 - (D) All manufactured objects are inevitably subject to decay.
 - (E) Older objects are likely to disintegrate before objects created more recently.
40. In context, sentence 4 serves to
- (A) describe part of the process mentioned in sentence 3
 - (B) explain why a cheaper process for developing paper was required in the nineteenth century
 - (C) explain why adding a particular agent to wood pulp makes papermaking more expensive
 - (D) counter the claim about the oldest books made in sentence 2
 - (E) indicate how a particular process affected the book market in the nineteenth century

41. Which of the following best describes the organization of the passage as a whole?
- (A) An approach is presented and found to be unreliable.
 - (B) A procedure is introduced and then described in more detail.
 - (C) A phenomenon is described and an explanation is provided.
 - (D) A problem is presented and two solutions are evaluated.
 - (E) A theory is proposed and challenged with new evidence.

Questions 42–45 refer to the following passage.

(1) While chocolate was highly esteemed in Mesoamerica, where it originated, its adoption in Europe was initially slow. (2) There is a common belief that Europeans needed to “transform” chocolate to make it appetizing. (3) However, while Spaniards did put sugar, which was unknown to indigenous Americans, into chocolate beverages, this additive was not completely innovative. (4) Mesoamericans were already sweetening chocolate with honey, and the step from honey to sugar—increasingly more available than honey because of expanding sugar plantations in the Americas—is a small one. (5) Likewise, although Spaniards adjusted Mesoamerican recipes by using European spices, the spices chosen suggest an attempt to replicate harder-to-find native flowers. (6) There is no indication the Spaniards deliberately tried to change the original flavor of chocolate.

42. In context, “common” (sentence 2) most nearly means
- (A) simplistic
 - (B) uninspired
 - (C) average
 - (D) trite
 - (E) prevalent

43. The discussion of honey in sentence 4 primarily serves to
- (A) detail the origins of an innovative practice
 - (B) present an example of a valid theory
 - (C) introduce a new topic for discussion
 - (D) extend a prior analogy
 - (E) refute a particular belief
44. According to the passage, the scarcity in Spain of certain flowers led to
- (A) attempts to cultivate those flowers in Spain
 - (B) a modification of the Mesoamerican recipe for chocolate
 - (C) the replacement of honey with sugar in chocolate recipes
 - (D) the exportation of quantities of those flowers to Spain
 - (E) the introduction of European spices to Spain
45. The passage is primarily concerned with
- (A) arguing for a particular view of a topic
 - (B) explaining how common misconceptions occur
 - (C) detailing the uses of chocolate
 - (D) exploring how certain cultures adapted foods
 - (E) refuting a particular academic theory

College Composition Modular

The CLEP College Composition Modular examination includes the following question type as part of the Revision Skills section:

Improving Sentences

The following question type appears on the College Composition Modular examination only.

Directions: The following sentences test correctness and effectiveness of expression. In choosing your answers, follow the requirements of standard written English: that is, pay attention to grammar, diction (choice of words), sentence construction and punctuation.

In each of the following sentences, part of the sentence or the entire sentence is underlined. Beneath each sentence you will find five versions of the underlined part. The first option repeats the original; the other four options present different versions.

Choose the option that best expresses the meaning of the original sentence. If you think the original is better than any of the alternatives, choose the first option; otherwise, choose one of the other options. Your choice should produce the most effective sentence—one that is clear and precise, without awkwardness or ambiguity.

Example: SAMPLE ANSWER

(A) ● (C) (D) (E)

Laura Ingalls Wilder published her first book and she was sixty-five years old then.

- (A) and she was sixty-five years old then
- (B) when she was sixty-five
- (C) being age sixty-five years old
- (D) upon the reaching of sixty-five years
- (E) at the time when she was sixty-five

46. Award-winning author Virginia Hamilton, whose books established her as one of the most influential figures in children’s literature in the twentieth century.
- (A) Award-winning author Virginia Hamilton, whose books
- (B) Award-winning author Virginia Hamilton, her books
- (C) Virginia Hamilton was an award-winning author, books by her
- (D) The books of Virginia Hamilton, award-winning author, these
- (E) The books of award-winning author Virginia Hamilton
47. The final project in graduate school is the dissertation, which requires months of research where they must amass and interpret data important to the project.
- (A) where they
- (B) through which they
- (C) and the student
- (D) during which the student
- (E) which they
48. The sting of a scorpion may be as dangerous as the bite of a cobra despite the quantity of venom a scorpion injects is much smaller.
- (A) cobra despite the quantity of venom a scorpion injects
- (B) cobra; therefore, the quantity of venom a scorpion injects
- (C) cobra, a scorpion injecting a quantity of venom that
- (D) cobra; if the quantity of venom injected by a scorpion
- (E) cobra even though the quantity of venom injected by a scorpion
49. Richard Wright once acted in a film version of his novel *Native Son*, playing the role of Bigger Thomas.
- (A) *Son*, playing
- (B) *Son*, he played
- (C) *Son*, what he played was
- (D) *Son* and while he played
- (E) *Son*, which he played
50. Although Red Canyon, Utah, is largely devoid of trees, but small coniferous plots of ponderosa pine and Douglas fir exist in areas where moisture is available.
- (A) is largely devoid of trees, but
- (B) is largely devoid of trees,
- (C) largely devoid of trees,
- (D) being largely devoid of trees,
- (E) is largely devoid of trees, and

Sample Essays and Essay Topics

This section includes the following:

- General information about how to respond to the essay topics
- Essay-writing directions as they appear in the test
- The scoring guides used to evaluate the essays
- Sample essay topics
- Scored essays written in response to the topic

General Directions

Time: 70 minutes

You will have a total of 70 minutes to write two argumentative essays. You will have 30 minutes to complete the first essay, which is to be based on your own reading, experience or observations, and 40 minutes to complete the second essay, which requires you to synthesize two sources that are provided. Although you are free to begin writing at any point, it is better to take the time you need to plan your essays and to do the required reading than it is to begin writing immediately.

College Composition Examination

First Essay

Sample Topic 1

There are no challenges so difficult, no goals so impossible, as the ones we set for ourselves.

Directions

Write an essay in which you discuss the extent to which you agree or disagree with the statement above. Support your discussion with specific reasons and examples from your reading, experience or observations.

Scoring Guide: College Composition Examination Readers will assign scores based on the following scoring guide.

6 – A 6 essay demonstrates a high degree of competence and sustained control, although it may have a few minor errors.

A typical essay in this category

- addresses all elements of the writing task effectively and insightfully
- develops ideas thoroughly, supporting them with well-chosen reasons, examples or details
- is well focused and well organized
- demonstrates superior facility with language, using effective vocabulary and sentence variety
- demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors

5 – A 5 essay demonstrates a generally high degree of competence, although it will have occasional lapses in quality.

A typical essay in this category

- addresses the writing task effectively
- is well developed, using appropriate reasons, examples or details to support ideas
- is generally well focused and well organized
- demonstrates facility with language, using appropriate vocabulary and some sentence variety
- demonstrates strong control of the standard conventions of grammar, usage and mechanics but may have minor errors

4 – A 4 essay demonstrates clear competence, with some errors and lapses in quality.

A typical essay in this category

- addresses the writing task competently
- is adequately developed, using reasons, examples or details to support ideas
- is adequately focused and organized
- demonstrates competence with language, using adequate vocabulary and minimal sentence variety
- generally demonstrates control of the standard conventions of grammar, usage and mechanics but may have some errors

3 – A 3 essay demonstrates limited competence.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- addresses only some parts of the writing task
- is unevenly developed and often provides assertions but few relevant reasons, examples or details
- is poorly focused and/or poorly organized
- displays frequent problems in the use of language
- demonstrates inconsistent control of grammar, usage and mechanics

2 – A 2 essay is seriously flawed.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- is unclear or seriously limited in addressing the writing task
- is seriously underdeveloped, providing few reasons, examples or details
- is unfocused and/or disorganized
- displays frequent serious errors in the use of language that may interfere with meaning
- contains frequent serious errors in grammar, usage and mechanics that may interfere with meaning

1 – A 1 essay is fundamentally deficient.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- provides little or no evidence of the ability to develop an organized response to the writing task
- is undeveloped
- contains severe writing errors that persistently interfere with meaning

0 – Off topic Provides no evidence of an attempt to respond to the assigned topic, is written in a language other than English, merely copies the prompt or consists of only keystroke characters.

Sample Essays with Commentaries

Note: Errors in the sample essays are intentionally reproduced.

Essay A—This essay is scored a 6.

I disagree with the statement that the most difficult challenges people face are those that everybody creates for themselves. The assertion is not true, or at least not always, as I intend to show below. There may be instances where people set difficult objectives for themselves, but very often people simply have to try to address challenges they did not create, and survive or make the best of situations they have been put into by accidents such as geography, history, or ethnic and racial background. There are exceptions, but they are just that: exceptions, not the norm.

Often, especially for those coming from countries that are not dominating the world stage, succeeding in life, or simply making ends meet are major challenges, and not because those who face these challenges want to be in such situations. My parents grew up at a time when their country was undergoing major social and political transformations. World War II had just ended by the time my father was 12, the economy was in shambles, and the Nazi occupiers had been driven out of the country so the Red Army can take over. My grandfather was forced to give up his little land during the process of collectivization of agriculture. His small store was eventually confiscated as well, and the couple horses he had, along with thousands of horses throughout the country, were taken away to make room for the tractors the country was beginning to manufacture. By the time my father was drafted into the military, talk of World War II was everywhere, and the hysteria gave way only a couple of decades later. My father had to lie low all his life and not say a word against a regime that did not tolerate dissent. The kids' success in school meant they could get by within or without the messed up system the country was under. In my grandfather's words, it was important to study, because "no one can take away from you what you know."

I have also seen in this country instances where people's lives are made difficult by those in power. It is often assumed that everybody in this country shares a certain standard of living, although evidence contradicts that assumption. For many,

simply getting by is a major success, not because they love struggling to make ends meet, but because they do not have a choice. When Hurricane Katrina made landfall last August, the majority of the residents of New Orleans had evacuated the city. Many had not, though: some of their own free will, others because they simply did not have the means of travel. Later on, when large portions of the city were under water, some residents tried to cross one of the bridges from New Orleans to the west bank of the Mississippi River, but were received by police shooting in the air to scare them away. The city across the river apparently did not want "the problems" of the City of New Orleans.

Certainly there are instances where people set high goals for themselves and some succeed in attaining those goals, while many fail. I have all the respect for the former, but I think focusing on the few exceptions we may miss the big picture. Succeeding in spite of all odds, being a "self-made man," going "from rags to riches," are powerful myths in this country. I am not denying the effort and successes of the Rockefellers, Carnegies, or more recently the Trumps. I do think, nonetheless, that for every person who makes it in spite of all or most odds, there are many more who do not; for every college dropout who succeeds in life, such as Bill Gates, there are thousands who will struggle through life.

People often set hard-to-reach objectives and they may fail or succeed in pursuing those objectives. I do think, though, that for many, the most difficult challenges come from outside the individual, from their position in the social hierarchy, or the time and place where they are born and try to get by.

Commentary on Essay A

This insightful response argues that life's most difficult challenges come from outside the individual and cites specific accidents of history and geography as effective support for that claim. Paragraph two offers abundant, well-chosen evidence that political constraints imposed on the writer's family in Eastern Europe after the Second World War were much more formidable than any challenges they might have chosen for themselves. To provide further development, paragraph three describes the impact of similarly harsh conditions in a more immediate place and time—New Orleans

after Hurricane Katrina. Finally, in preparation for a strong but carefully measured conclusion, the essay acknowledges that some few individuals do accomplish great things despite overwhelming odds. Just as the development of this response is thorough and always sharply focused, the control of language is superior. Note, for example, skillful subordination in the third sentence of the essay and effective vocabulary in phrases such as “dominating the world stage” or “a regime that did not tolerate dissent.” A few minor errors are indeed present, as is allowed by the scoring guide, but sustained control supports a score of 6.

Essay B—This essay is scored a 4.

I agree that, as individuals, we tend to set higher goals for ourselves than outside influences. Because goals are so personal, it makes it that much more challenging to attain them. Psychologically, individuals can be their own worst enemy. Goals may be set and believed in by an individual but self-doubt, a low self-esteem and societal and familial attitudes may warp personal beliefs. When this happens, an individual may lose sight of the goal and instead focus doubt on the necessary steps to achieve the goal. Conversely, an individual may battle these internal and external obstacles and rise above them to successfully reach their goal. Who better to know the self than the individual? Goals are personal since only the individual really knows what they would like to achieve, at what level to set the goal and must find a way to achieve it.

An example of successful goal-setting is my business idol; George Lucas who's educational and career history has been a real inspiration. Mr. Lucas continued to set higher goals for himself as his life developed. He has become a prolific director and businessman in the entertainment industry. He currently owns several companies including his own production company and special effects company. The reason why this is so inspiring is because he almost failed high school and had almost no prospects for the future. Before graduation, Mr. Lucas was involved in an almost fatal car crash. At this point in his life, he set a goal of becoming an excellent student both in the classroom and in life.

This was quite a high goal to set due to this previous academic ability and the external opinions of family and friends. He worked to accomplish graduating from a junior college then completing his B.A. in Film from USC, both with honors. Mr. Lucas continued to set higher and more challenging goals for himself to become an independent film producer and director and to not be affiliated with any particular movie studio. He had to pay his dues at first but finally his tenacity paid off and his creation of Lucasfilm has allowed him the goal of creative freedom in his work. I don't believe that anyone else in his family or his acquaintances would have set such goals for him. Mr. Lucas psychologically believed in himself enough, knew what he wanted to do, set the applicable goals and worked to achieve them. No one else could have done this for him.

Commentary on Essay B

Since the first paragraph in this response deals mainly with psychological reasons for failure or success in achieving goals, it does not focus sharply on the question of relative difficulty. Paragraph two, however, clearly addresses the writing task and offers an extended example to argue that self-selected goals are indeed more difficult than those imposed by others. Instead of merely summarizing the life of George Lucas, the writer chooses several specific episodes in which Lucas' own aspirations surpassed the expectations of family and friends. Thus, after a slow start, the essay does achieve competence in development, focus and organization. Despite some errors, control of language is also adequate to support a score of 4. Syntax is sometimes flawed (see the first and last sentences of paragraph one), but the essay is free of serious grammar errors. Furthermore, several phrases (e.g., “may warp personal beliefs,” “his tenacity paid off,”) demonstrate vocabulary that is clearly adequate.

Essay C—This essay is scored a 2.

This statement is strongly true. One example of this is my own life. I work very hard and never give up, and am even taking this test! I am very inspired to go to college and have made it my goal to achieve, no matter what. And I have achieved goals before this, so I know that I can achieve this one too, even though it seems hard. When I was a senior at Kennedy High school I saved up money to buy a car, and that was a goal that I achieved myself.

Another example of goals is my Mom. When I was little she went to nursing school and worked very hard, some people said it was impossible because she had four small children, but she graduated and now she works in a hospital. So obviously goals can be useful. I guess when a person has achieved a few goals then they feel more confident about going out to achieve other goals, and that way even though they set higher goals, you find out that you can even achieve the harder goals that seem more impossible like the question says. You feel good about what you already have achieved, so nothing seems impossible. You go out and do it!

Commentary on Essay C

Problems with development and focus make this response seriously limited in addressing the writing task. The writer twice refers to success in achieving personal goals (saving money for a car and Mom's graduation from nursing school), but both examples are extremely thin and neither shows that self-imposed goals are any more challenging than those imposed by others. In the middle of paragraph two, the writer veers even further away from the topic with the plausible but—in this context—superfluous claim that “goals can be useful.” Even though the response begins by asserting that the prompt is “strongly true,” later sentences argue an entirely different point—that “nothing seems impossible” after one has gained confidence. Thus, since the response provides almost no relevant development, it earns a score of 2.

Second Essay

Sample Topic 2

Directions

The following assignment requires you to write a coherent essay in which you synthesize the two sources provided. Synthesis refers to combining the sources and your position to form a cohesive, supported argument. You must develop a position and incorporate both sources. **You must cite the sources whether you are paraphrasing or quoting.** Refer to each source by the author's last name, the title or by any other means that adequately identifies it.

Introduction

A copyright gives the author of a creative work (like a book, film, painting or audio recording) exclusive rights to it: only the holder of a work's copyright has the legal right to copy, publish or profit from the work. Many people agree that copyrights are a good thing, because they give creators the opportunity to benefit from their creative work. However, many people also agree that the free exchange of ideas is good for society because it fosters creativity and innovation. They argue that therefore in many instances there should be no copyright restrictions.

Assignment

Read the following sources carefully. Then write an essay in which you develop a position on whether copyright restrictions benefit or harm society. Be sure to incorporate and cite both of the accompanying sources as you develop your position.

Epstein, Richard A. "The Creators Own Ideas." *Technology Review* 108.6 (2005): 56–60.

The following passage is excerpted from an article in a journal on technology.

No matter one's political beliefs, it is critical to remember the strong economic imperatives that drive modern societies to legislate some form of copyright protection. Just as we protect private rights in land for the benefit of the community, not solely for a property's owner, so too we have a social reason to protect writings and other intellectual creations.

As [the eighteenth-century philosopher] John Locke would have it, a just society recognizes the natural rights of its citizens, including the right to protection of their productive labor. But copyright has an additional justification: it fosters huge positive contributions to culture, in the form of novels, movies, manuals, music, and other works. Some creators are motivated solely by the desire to create and would be happy to distribute their works under simple terms . . . requiring attribution only. But for most authors, compensation matters, and we increase their production by limiting the rights of others to copy their work.

Lessig, Lawrence. *The Future of Ideas: The Fate of the Commons in a Connected World*.
New York: Random House, 2001. <http://thefutureofideas.s3.amazonaws.com/lessig_FOI.pdf>.

The following passage is excerpted from a book on intellectual property.

Obviously many resources must be controlled if they are to be produced or sustained. I should have the right to control access to my house and my car. You shouldn't be allowed to rifle through my desk . . . Hollywood should have the right to charge admission to its movies. If one couldn't control access to these resources, or resources called "mine," one would have little incentive to work to produce these resources, including those called mine.

But likewise, and obviously, many resources should be free . . . I shouldn't need the permission of the Einstein estate before I test his theory against newly discovered data. These resources and others gain value by being kept free rather than controlled. A mature society realizes that value by protecting such resources from both private and public control.

We need to learn this lesson again. The opportunity for this learning is the Internet. No modern phenomenon better demonstrates the importance of free resources to innovation and creativity than the Internet. To those who argue that control is necessary if innovation is to occur, and that more control will yield more innovation, the Internet is the simplest and most direct reply.

Scoring Guide: College Composition Examination

Readers will assign scores based on the following scoring guide.

6 – A 6 essay demonstrates a high degree of competence and sustained control, although it may have a few minor errors.

A typical essay in this category cites sources appropriately and

- develops a position effectively and insightfully, using well-chosen reasons, examples or details for support
- synthesizes* both sources effectively, with an effective and convincing link between the sources and the position
- is well focused and well organized
- demonstrates superior facility with language, using effective vocabulary and sentence variety
- demonstrates general mastery of the standard conventions of grammar, usage and mechanics but may have minor errors

5 – A 5 essay demonstrates a generally high degree of competence, although it will have occasional lapses in quality.

A typical essay in this category cites sources appropriately and

- develops a position consistently, using appropriate reasons, examples or details for support
- synthesizes both sources clearly, with a clear link between the sources and the position
- is generally well focused and well organized
- demonstrates facility with language, using appropriate vocabulary and some sentence variety
- demonstrates strong control of the standard conventions of grammar, usage and mechanics but may have minor errors

*For the purposes of scoring, synthesis refers to combining the sources and writer's position to form a cohesive, supported argument.

4 – A 4 essay demonstrates competence, with some errors and lapses in quality.

A typical essay in this category cites sources appropriately and

- develops a position adequately, using reasons, examples or details for support
- synthesizes both sources adequately, with a link between the sources and the position
- is adequately focused and organized
- demonstrates competence with language, using adequate vocabulary and minimal sentence variety
- generally demonstrates control of the standard conventions of grammar, usage and mechanics but may have some errors

3 – A 3 essay demonstrates limited competence.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- develops a position unevenly, often using assertions rather than relevant reasons, examples or details for support
- synthesizes one source only or two sources inadequately, or establishes an inadequate link between the source(s) and the position
- displays problems in citing sources: citations are confusing or incomplete
- is poorly focused and/or poorly organized
- displays frequent problems in the use of language
- demonstrates inconsistent control of grammar, usage and mechanics

2 – A 2 essay is seriously flawed.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- is seriously underdeveloped, providing few or no relevant reasons, examples or details for support
- synthesizes only one source weakly or establishes a very weak link between the source(s) and the position
- does not cite any source
- is unfocused and/or disorganized
- displays frequent serious errors in the use of language that may interfere with meaning
- contains frequent serious errors in grammar, usage and mechanics that may interfere with meaning

1 – A 1 essay is fundamentally deficient.

A typical essay in this category exhibits ONE OR MORE of the following weaknesses:

- does not develop a position
- fails to synthesize the source(s) used or uses no sources at all
- contains severe writing errors that persistently interfere with meaning

0 – Off topic Provides no evidence of an attempt to respond to the assigned topic, is written in a language other than English, merely copies the prompt or consists of only keystroke characters.

Essay A—This essay is scored a 6.

The ability to own property is one of the hallmarks of a modern and democratic society. All individuals have a right to their own property, be it tangible (a house or a car that they have bought) or intangible (an artistic or intellectual work that they have created). But the right of ownership benefits not only individuals but society as well. As Richard Epstein, in his article “The Creators Own Ideas,” argues, “just as we protect private rights in land for the benefit of the community, not solely for a property’s owner, so too we have a social reason to protect writings and other intellectual creations.” Because copyright laws protect artistic and intellectual creations, they benefit society as a whole, and should therefore be upheld.

While “some creators are motivated solely by the desire to create,” most do expect to be compensated for their efforts (Epstein). Therefore, as Epstein indicates, there are “strong economic imperatives that drive modern societies to legislate some form of copyright protection.” Artists, writers, and other creators of intellectual and creative work spend countless hours of their time on their creations, which are often their only means of income. A major fear of creators is that somebody else will steal their work, thereby depriving them of their income. Fortunately, as Epstein points out, copyright laws protect against such infringement. Without such safeguards in place, creators may be less likely to release their works for fear that they may be stolen from. Without copyright laws guaranteeing just compensation to creators, productivity decreases, and society would not benefit from a wealth of artistic, creative, and intellectual works. But when producers of intellectual property are protected, productivity increases, fostering “huge positive contributions to society, in the form of novels, movies, manuals, music and other works” (Epstein).

*Lawrence Lessig, however, disagrees with this line of reasoning, arguing instead that copyright laws should be abolished. In his book *The Future of Ideas*, Lessig states: “I shouldn’t need the permission of the Einstein estate before I test his theory.” The flaw in this argument is that there is quite a difference between an artistic work and a scientific idea. While a novel or movie is the creative work of a person or persons, scientific ideas are meant to have their validity tested and scrutinized. Einstein’s theory of relativity isn’t a work of art,*

rather it is just what its name implies: a theory. A theory should be tested whenever the need arises because a theory is an attempt to explain how something works. It is not, however, a form of self expression. While Einstein certainly has the right to receive credit for his theory, it does not, and should not, have the same protection as a creative work, such as a piece of literature, art, or music.

Lessig uses the Internet as a model for a copyright-free society, claiming that “no modern phenomenon better demonstrates the importance of free resources to innovation and creativity.” However, while the Internet does function as an exchange of free ideas in some areas, even there people still strive to protect their intellectual property. For instance, you won’t find the full text from a Harry Potter book online, because the author doesn’t want her work to be stolen. In fact, quite a portion of the Internet is devoted to advertisement and trying to sell products, intellectual works included. While the Internet is certainly innovative, its creativity and innovation are not solely due to free ideas. The Internet also serves a global marketplace, and the sale of artistic works is a primary reason for its existence as well.

In conclusion, people have the right to “own” their own creations. Copyright laws exist to protect the rights of the creators. Without such protections, the drive for intellectual production will be stifled. With the right to property being so emphasized, copyright laws only make sense in order to fully preserve the rights of individuals, who in turn benefit society with their creative and intellectual contributions.

Commentary on Essay A

This response effectively develops a focused argument that copyright restrictions not only benefit individuals, who have a right to “own” their own creations, but society as a whole, which prospers from the artistic and intellectual contributions made by those individuals. Quotations from both sources (Epstein and Lessig) are effectively synthesized (“Therefore, as Epstein indicates . . .”) and appropriately cited. Paragraph three offers an insightful distinction between a scientific theory (Einstein’s theory of relativity) and a creative work (a novel or movie), while paragraph four uses the well-chosen example of a Harry Potter novel to further the argument that not

even the Internet is free from market considerations. The response demonstrates some minor errors in use of language (the unclear pronoun in “they may be stolen from” in paragraph two), but its superior facility with language, effective vocabulary (“hallmarks of a modern and democratic society”), and sustained control of grammar, usage and mechanics merit it a score of 6.

Essay B—This essay is scored a 4.

A copyright gives the author of a creative work exclusive rights to it: only the holder of a work’s copyright has the legal rights to copy, publish, or profit from the work. Therefore, copyright restrictions can only be beneficial to society.

According to Richard Epstein, “copyright fosters huge positive contributions to culture, in the form of novels, movies, manuals, music, and other works.” Epstein, further states that “some creators are motivated solely by the desire to create and would be happy to distribute their works under simple terms . . . requiring attribution only.” It is unfair for authors, musicians, and other copyright holders to not profit from their hard work: some of which takes months or even years to complete. In order for some of these copyright holders to make profits, they have to charge others for the remake or reproduction of their work. “Obviously many resources must be controlled if they are to be produced or sustained,” according to Lawrence Lessig.

However, Lessig argues, “many resources should be free . . . I shouldn’t need the permission of the Einstein estate before I test his theory against newly developed data.” But no one wants to work on a project without the possibility of not getting paid. The mindset that these resources should be free to reproduce is wrong. Not only is the money going back to the communities, the money these copyright holders get is going right back into the economy: this is a driving factor for the economy as well. Lessig, also states that “these resources and others gain value by being kept free rather than controlled.” Again, I disagree with Lessig’s statement. Society will benefit by keeping these works controlled rather than free, because the work will and forever be authentic, and not just some reproduce, unoriginal work.

When a work is being controlled, it gives society the first piece of work or the root of the source, from the source’s viewpoint. According to Epstein, “for most authors, compensation matters, and we increase their production by limiting the rights of others to copy their work.” Therefore, copyright restrictions not only good for the person who made it, but it is also good and beneficial to society.

Commentary on Essay B

The first paragraph sets out the response’s argument that “copyright restrictions can only be beneficial to society.” While this statement is slightly disconnected from the previous sentence, the response does present a clear position. In the next paragraph, the response adequately strengthens the position that authors, musicians and other creators should benefit from their works, using appropriate quotations from both sources for support. Displaying the response’s sustained development of the position, paragraph three disagrees with a statement from the second source and introduces the contention that the money gained by copyright holders is reintroduced into the economy, thereby providing an economic benefit to society. While the synthesis of quotations is sometimes stilted (“I disagree with Lessig’s statement”), there is nonetheless a link between the sources and the response’s position. Despite a weak start, the essay overall is competent in development, focus and organization. Some errors in grammar, usage and mechanics are present, but the control of language and vocabulary displayed in the essay is adequate to support a score of 4.

Essay C—This essay is scored a 2.

Copyrights are extremely common in our society; they can be found everywhere. To some people, copyrighting laws are just another rule and another way to prevent people from expanding their knowledge by sharing someone else's work. To other people: the creators, the arts, & the originators copyrighting is a source of income, privacy, & protection. A law that has benefited our society in more ways than one.

Copyrighting laws have had a positive effect on our society in the past years, although many would like to disagree and say that more intellectual resources should be free. However, when viewing copyrighted laws, I can not help but think about the originators. Whatever the item may be, it's theirs. They are the ones the spent countless hours, thoughts, and ideas on their project. I wouldn't want anyone to be able to take my hard work & sign their name beside it and then receive credit for it because they made a few minor adjustments. It's not ethical; it's wrong and it's stealing.

Also, if the society had the right mind set, they could see all of the positive effects of copyrights. One example of that would be to realize that if a big company published my book & copyrighted it, then the company (that has more power & connects) could distribute my work out into the world. More copies would be sent out and the more knowledge would be spread. Then, there's the argument that follows that point of view: More people can read the book, but they can't use anything from it, to test it, or apply it their work. This rebuttal is incompetent. When in reality if someone did want to take from my own copyrighted book, yes, they would have to make a few phone calls to get permission from my estate, but if using my work was that important to someone else, it shouldn't even matter to them if they have to go the extra mile to do so.

In conclusion, society is benefitted by copyright laws along with the originators. People just have to look at it from the creator's point of view and realize that not everything can come as easy as the click of a mouse on the internet. If you want something bad enough, you have to put in the effort, make a few more calls, & work towards your goal.

Commentary on Essay C

While this response does formulate the argument that copyright restrictions have a positive effect on society, it displays inconsistencies in focus and organization that make it seriously limited in addressing the writing task. The essay provides an example of the benefits of copyright laws in paragraph three, but the example is weak and does not adequately illustrate how copyrighting the book in question would benefit society. The response takes the point of view of the “originators,” but the focus shifts from analyzing and discussing the merits of copyright laws to an exhortation to obey them instead. Synthesis of source materials is often inadequate, with the response simply summarizing rather than evaluating (“many would like to disagree and say that more intellectual resources should be free”). Most serious, however, is the total lack of citation: although the sources are clearly used (in paragraphs two and three), the response fails to attribute them. Therefore, while its weak organization, poor focus and frequent problems in the use of language (such as the sentence fragment at the end of the first paragraph) demonstrate this essay's limited competence, its complete failure to cite renders it seriously flawed, earning it a score of 2.

Study Resources

Most textbooks used in college-level composition courses cover the skills and topics measured in the College Composition examination, but the approaches to certain topics and the emphasis given to them may differ. To prepare for the College Composition exam, it is advisable to study one or more college-level texts, such as readers, handbooks, and writing guides. When selecting a text, check the table of contents against the knowledge and skills required for this test

To become aware of the processes and the principles involved in presenting your ideas logically and expressing them clearly and effectively, you should practice writing. Ideally, you should try writing about a variety of subjects and issues, starting with those you know best and care about most. Ask someone you know and respect to respond to what you write and to help you discover which parts of your writing communicate effectively and which parts need revision to make the meaning clear. You should also try to read the works of published writers in a wide range of subjects, paying particular attention to the ways in which the writers use language to express their meaning. Additional suggestions for preparing for CLEP exams are given in Chapter IV of the *CLEP Official Study Guide*.

Answer Key

1.	C	26.	B
2.	E	27.	D
3.	D	28.	C
4.	D	29.	D
5.	D	30.	E
6.	C	31.	C
7.	D	32.	E
8.	C	33.	A
9.	D	34.	C
10.	C	35.	B
11.	B	36.	A
12.	E	37.	D
13.	A	38.	C
14.	A	39.	E
15.	B	40.	A
16.	B	41.	C
17.	E	42.	E
18.	D	43.	E
19.	D	44.	B
20.	D	45.	A
21.	A	46.	E
22.	C	47.	D
23.	B	48.	E
24.	D	49.	A
25.	A	50.	B



What Your CLEP Score Means

In order to reach the total score you see on your score report, two calculations are performed.

First, your “raw score” is calculated. This is the number of questions you answered correctly. Your raw score increases by one point for each question answered correctly, and no points are gained or lost when a question is not answered or is answered incorrectly.

Second, your raw score is converted into a “scaled score” by a statistical process called *equating*. Equating maintains the consistency of standards for test scores over time by adjusting for slight differences in difficulty between test forms. This ensures that your score does not depend on the specific test form you took or how well others did on the same form. Your raw score is converted to a scaled score that ranges from 20, the lowest, to 80, the highest. The final scaled score is the score that appears on your score report.

To see whether you attained a score sufficient to receive college credit, compare your score to the score in the table shown. The scores that appear in this table are the credit-granting scores recommended by the American Council on Education (ACE). **Each college, however, reserves the right to set its own credit-granting policy, which may differ from that of ACE.** If you have not already done so, contact your college as soon as possible to find out the score it requires to grant credit, the number of credit hours granted and the course(s) that can be bypassed with a satisfactory score.

Please note that CLEP examinations are developed and evaluated independently and are not linked to each other except by the program’s common purpose, format and method of reporting results. For this reason, direct comparisons should not be made between CLEP examinations in different subjects. CLEP scores are not comparable to SAT® scores or other test scores.

Test scores are kept on file for 20 years. During this period, score reports may be sent to an institution, but only at the request of the candidate. A Transcript Request Form and instructions for having a transcript sent to an institution can be downloaded from the CLEP Web site (www.collegeboard.com/clep) or obtained by contacting CLEP.

Candidates may not repeat an examination of the same title within six months of the initial testing date. If the candidate retakes the examination within the six-month period, the administration will be considered invalid, the score will be canceled and any test fees will be forfeited. DANTES-funded military examinees: The U.S. government will not fund CLEP examinations that are repeated within a 180-day period.

If you have a question about your score report, about a test question or about any other aspect of a CLEP examination that your test center cannot answer, write to CLEP, P.O. Box 6600, Princeton, NJ 08541-6600 or e-mail clep@info.collegeboard.org.

Visit CLEP on the Web: www.collegeboard.com/clep

A P P E N D I X

2009-10 CLEP Credit-Granting Recommendations

	Computer-Based Testing (CBT) and Paper-and-Pencil Testing	
	ACE Recommended Score ¹	Semester Hours ¹
Business		
Financial Accounting	50	3
Information Systems and Computer Applications	50	3
Introductory Business Law	50	3
Principles of Management	50	3
Principles of Marketing	50	3
Composition and Literature		
American Literature	50	6
Analyzing and Interpreting Literature	50	6
College Composition ²	50	6
College Composition Modular ²	50	3/6
English Composition with Essay ³	50	6
English Composition Without Essay ³	50	6
English Literature	50	6
Freshman College Composition ³	50	6
Humanities	50	6
Foreign Languages		
French Language, Level 1	50	6
French Language, Level 2	59	12
German Language, Level 1	50	6
German Language, Level 2	60	12
Spanish Language, Level 1	50	6
Spanish Language, Level 2	63	12
Level 1 — equivalent to the first two semesters (or 6 semester hours) of college-level foreign language course work		
Level 2 — equivalent to the first four semesters (or 12 semester hours) of college-level foreign language course work		
History and Social Sciences		
American Government	50	3
History of the United States I: Early Colonization to 1877	50	3
History of the United States II: 1865 to Present	50	3
Human Growth and Development	50	3
Introduction to Educational Psychology	50	3
Introductory Psychology	50	3
Introductory Sociology	50	3
Principles of Macroeconomics	50	3
Principles of Microeconomics	50	3
Social Sciences and History	50	6
Western Civilization I: Ancient Near East to 1648	50	3
Western Civilization II: 1648 to Present	50	3
Science and Mathematics		
Biology	50	6
Calculus	50	3
Chemistry	50	6
College Algebra	50	3
College Mathematics	50	6
Precalculus	50	3
Natural Sciences	50	6

1. The American Council on Education's College Credit Recommendation Service (ACE CREDIT) has evaluated CLEP processes and procedures for developing, administering and scoring the exams. The scores listed above are equivalent to a grade of C in the corresponding course. The American Council on Education, the major coordinating body for all the nation's higher education institutions, seeks to provide leadership and a unifying voice on key higher education issues and to influence public policy through advocacy, research and program initiatives. For more information, visit the ACE CREDIT Web site at www.acenet.edu/acecredit.

2. These exams will be available to students on July 1, 2010. If the college does not require a supplemental essay for the Modular version of the examination, the ACE credit-granting recommendation is 3 credits. If the college does require a supplemental essay, the credit-granting recommendation is 6 credits.

3. Beginning July 1, 2010, these exams will no longer be available to students. They will be replaced by College Composition and College Composition Modular.